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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Notice to Readers

THE Journal's yearly vacation period is at hand. This issue will be the last until that of August 20, a suspension of three weeks.

Our offices will be open for routine business only. We shall be glad, for example, to note any changes of address, in order that every reader may receive the remaining summer numbers and those of the ensuing school year.

Plans have been laid to make every issue one that you cannot afford to miss.

Barnacles!

BARNACLES cost the government $75,000,000 a year in fuel alone, and dry-docking for cleaning costs much more.

A barnacle is a little thing when it attaches itself to the hull of a ship, but it grows rapidly, often projecting itself for several inches. It becomes a serious resistance to speed as soon as it projects even half an inch.

One of the important achievements of the year 1928 is the creation by government chemists of a toxic paint with chemicals which promises to eliminate all trouble from barnacles. It is estimated that this toxic paint will reduce navy costs fully one-third. While we are not especially interested in this it does suggest that more attention be paid to the professional barnacles that prevent speed in educational progress.

We have no intention of discussing barnacles, for that has never been our major, but we venture to rejoice that there is as definite a creation safeguarding educational craft against mischievous professional growths as the chemical paint that protects the hull of a ship.

Nothing is created as long as it needs propaganda. Any progress in education that is a new birth cannot be stopped by neglect, will not need nursing by propaganda.

We have avoided much humiliation in a third of a century of more or less professional activity by never joining in any tumultuous shouting about what is going to be famous.

A cheer leader never wins a game. His antics are always interesting; they make a school happy the day before the game and promote a sale of tickets in advance, but these antics never score on the diamond or the gridiron.

If the team is ready for the game it needs a night's rest rather than the excitement of the cheer leader, whose interest is always in the crowd

that is not to play rather than in the players who must make the score that wins.

We think of barnacles as traditionalists, as out-of-dateness, but barnacles never grow in Arctic waters, nor in the temperate zone in midwinter. They need the warmth of tropical excitement or midsummer atmosphere.

There was more wisdom than wit in the slogan, "Keep cool with Coolidge." Just now when professional progress is at boiling point it is superlatively wise to keep cool.

It is interesting to know that the estate of Dr. H. G. Williams of Ohio is in the six-figure class. The estates of schoolmasters are becoming most encouraging.

The Reign of Achievement

THE greatest educational transformation of the Twentieth Century is now functioning. There has been nothing comparable to it since that of Colonel Francis W. Parker's day in the 'seventies which ripened in the 'eighties in the genius of Dr. G. Stanley Hall.

Professionalism, which has been rumbling for several years, and rather assertive recently, seems to have been ignored by the hydro-electric forces of educational achievement.

This remarkable change had not been impressive until Miss Adair presented achievement programs at Minneapolis. There were seventy-one scheduled official programs. Miss Adair, a classroom teacher, was the guiding genius of the general program, and Agnes Winn, secretary of the Classroom Teachers activities, had the guidance of programs of the departments and allied organizations.

These seventy-one programs with 330 addresses were made by thirty-four chairmen. There was no possibility of any collusion in the creation of these programs, but there was no professionalism anywhere at any time. The word *psychology* was not whispered. Nothing was *evaluated* or *motivated*, and no one *oriented* himhimself. Everywhere, every time, *achievement* was the keynote. Men of achievement, like Dr. J. C. Yen of China, Dr. W. J. Mayo, H. C. Horock, Esq., L. R. Alderman, Sidney Luther Gulick, J. F. Wright, and Henry Chapman Swearingen.

Never before has Mrs. Cora Wilson Stewart, than whom no one has a greater educational achievement to her credit, had such recognition as was given her as the creator of an evening program with the honor of presiding over the occasion.

Parallel with this remarkable achievement of the classroom teacher series of programs of the National Education Association was the marvelous appreciation of achievement by the colleges and universities, which transformed the old-time honorary degrees into achievement degrees, recognizing the famous achievement of J. C. Yen in China. Yale University bestowed its highest honor upon him, and the university that had declined to graduate Lindbergh when he did not learn *what* they told him to learn, *as* they told him to learn it, *when* they told him to learn it, honored themselves by appreciating Lindbergh's achievement in learning what they could not teach him, and doing what no alumnus of any university could do. Achievement will hereafter be the education slogan of the New World.

No one cares how Franklin captured lightning, but he was the first American to get an electric shock that was useful and not harmful.

A Correction

IN OUR editorial of last week on the passing of M. Joseph Kinsella, president of the Frontier Press of Buffalo, we inadvertently referred to William J. Kinsella as having died three years ago.

The brother who died three years ago was Thomas L. Kinsella.

William J. Kinsella is an active member of the Frontier Press.

Spectacular educational programs are at an end. They could not be had if they were wanted, and they are not wanted if they could be had.

Movie Camera Rivaling the Gun

THE movie camera is crowding the gun as the preferred weapon in modern hunting. "Shooting" game big and little with a camera has all the thrill and certainly all the skill of the old killing game. Except for scientific purposes and the actual need for food, the civilized man is turning away from wanton destruction of life, or from causing needless pain to dumb animals—as a matter of sport. He is beginning to doubt the sportsmanship of many of the practices that once were popular in the hunting season, and his pleasure in mere killing is diminishing.

The movie camera as a substitute for the gun has a double value, for it not only "gets" the animal, but it preserves the whole stirring scene for future contemplation, and the film is both proof and entertainment for family and friends. One of the winners of the $500 Photoplay Amateur Movie Prize is quoted as saying: "I have hunted big game each fall for the past thirty years in practically all of the Canadian provinces from Alaska to and including Newfoundland. I have secured some fine specimens of all game found on this continent, but for the past five years I have hunted principally with cameras."

In this newer and finer type of hunting the automatic movie camera excels in usefulness for the amateur.

Belding's Page

LOST ART OF ORAL READING

FOR many a year the only kind of reading that was recognized in education was oral reading. Nobody seemed to think that the main purpose in reading is to grasp the meaning.

Today educational method in reading has run so far in the other direction that you rarely find a child who can read aloud in an intelligible fashion.

Oral reading, while not so essential as the ability to comprehend rapidly a printed thought, is nevertheless one of the fine old arts which deserves cultivation. The ability to read aloud is at least as serviceable through life as the ability to play the piano, and may minister even more to the happiness of one's family. Moreover, if the cultivation of an English style is important, we may doubt if the child whose ear is untutored to the rhythm of words can ever master a really pleasing or beauteous diction.

If the pendulum has swung too far toward silent reading, why not bring it to a sensible position between the two extremes?

FASHION NOTE

ALAS for the college undergraduate! He is no longer to set the fashions for the world beyond the campus. So rules the International Association of Clothing Designers, which met recently in Toronto and shook off the chains of a collegiate domination.

Could it have been the balloon trouser—or the ungartered sock—that lost the college youth his grip? None can say. Neither can any one say, for certain, that campus togs will no longer be exploited by the tailors as the ideal vestments for other youths.

Let it be remarked, in passing, that the real ways of the college student have always been less subject to imitation than his imagined ways. If anybody is not "col-leeje" it's the average collegian.

THOSE WHO "CAN'T AFFORD"

LET us not criticise that principal out in Milwaukee who kept a girl off the graduation platform because she wore a colored dress when all the other girls wore white. The one odd costume would have spoiled the picture and the girl herself might have been much embarrassed.

However, the case should serve to remind every school official once more of the unending duty to keep the schools democratic. The children of the poor must not only be permitted to receive an education alongside the children of the prosperous, but they must be made to feel as comfortable as is humanly possible under the circumstances.

Caps and gowns have solved part of the problem of graduation expense for a great many schools. These can be rented for a modest sum; or a school can purchase a supply of its own for use from year to year. In any event, the use of cap and gown enables a thoughtful principal to see that no member of the class is shamed by poverty.

But graduation is only a small phase of this perpetual difficulty. To curb the desire for "keeping up with the Joneses" is a legitimate matter for educational effort. To cultivate in a school a correct valuation of character which sets it high above dress or money, is surely a worthwhile endeavor. The children of the rich may well be taught consideration for companions less fortunate than themselves.

This cannot be accomplished in a day or a year, Perhaps it can never be fully achieved. But it is an end worth striving for.

ENRICHED FROM BELOW

FIRST we enriched and strengthened instruction in the elementary grades, so that children who dropped out of school would not be too greatly handicapped. Then they ceased to drop out.

One result is that the high school course has been robbed of its novelty and freshness of subject matter.

The student receives a smattering of many high school subjects before he has reached the doors of that institution. If there is a junior high school for him to attend, he dabbles in algebra, Latin, French, and the sciences for two or three years, possibly without going deeply enough into any of them to master the principles, but just far enough to spoil the appetite for more.

High school was formerly a place where whole new worlds were opened up to astonished, youthful eyes. The plunge was too sudden for some of them, more's the pity, and they fell by the wayside. But to the ones able to survive the shock, the thrills of discovery were never wanting. Now, alas! it's mostly "old stuff" when the sophisticated youngsters run across it in high school.

It can't be helped either. Compare the sixth grade child of today with the sixth grade child of twenty or thirty years ago as to general enlightenment regarding the world about him, and you will have to admit that the earlier child was being cheated.

Anson W. Belding

Associate Editor.

The Minneapolis Meeting

By A. E. WINSHIP

Journal's Editor-in-Chief Surveys the Annual Convention of the National Education Association, Held July 1—7

A Program of Achievement

THE Minneapolis program was the most important program of achievement that we have ever known. There was less noise about what ought to be done and about what ought not to be done, and vastly more about what is being done that will be permanently done.

There was nothing spectacular on the program, and there will be no spectacular programs in the summer meetings for many years. The last spectacular summer program was in Washington in 1924. Circumstances made it possible to spectacularize that program, and Miss Olive M. Jones had the art and the skill to take advantage of the glowing sunset of spectacularism.

The meetings at Indianapolis, Philadelphia, and Seattle were of a transitional nature. The Philadelphia meeting had a historical setting, and the Seattle meeting had a geographical appeal, but the Minneapolis meeting had nothing around which to make a noisy program, and President Adair has enjoyed inspiring a program of achievement, and her success has been marvelous.

President Blair's administration of 1927 revealed the necessity of organization achievement required by the Federal charter, and Blair, Claxton and Chamberlain have been able to glorify the administration of Cornelia S. Adair beyond anything attempted in recent years.

There was never so little splurging about peculiar subject methods and tricky devices, never so much reference to creative achievements in school and out for the making of better men and women, cleaner communities, better health, more thrift, better character, less traditionalism, less individuality and nobler possibility.

There was never so much emphasis upon making the youth of today use yesterday rather than the day before yesterday in the creation of young men and women to make better citizens for tomorrow rather than for day-after-tomorrow.

It was always achievement that went ringing through Cornelia Adair's program.

Cornelia Adair's Administration

ACHIEVEMENT was written all over the administration of President Adair, an administration that will stand out in the history of the Association as one of the noblest recognitions of educational service in American history.

It was in evidence at every turn of her thought for the whole year, and it is now clear as the day that her triumphs were due to the fact that she is *a classroom teacher;* that she has done her thinking on the ground floor of school work. It has not been done in arm chairs, nor in elegant offices with cooling electric fans, but with the children whose problems must be solved where the children are.

The New N. E. A. President

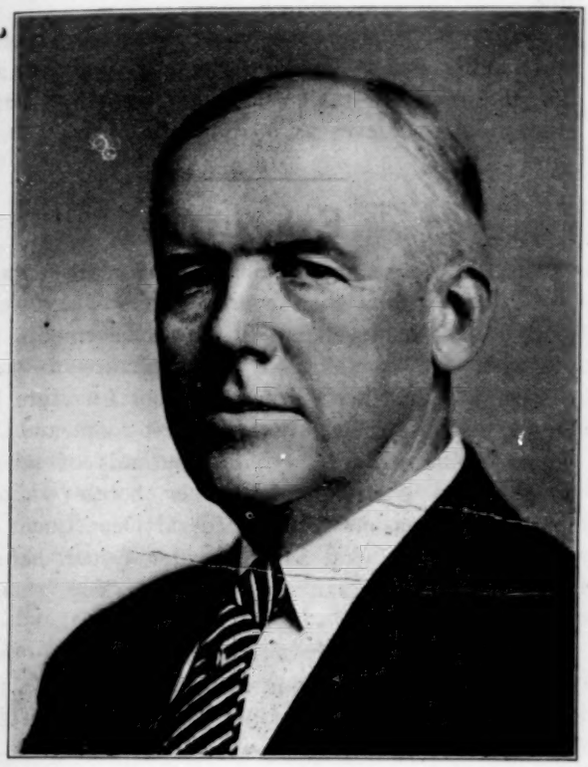
UEL WALTER LAMKIN, president of the State Teachers College, Maryville, Missouri, is abundantly qualified for the presidency of the National Education Association. In seven years his presidency at Maryville has brought the teachers college into unprecedented growth. It was recently inspected by the North Central Association of Colleges and Secondary Schools. Its bachelor's degree is now accredited by that association. This means Maryville graduates enter graduate schools of the universities on a par with graduates of standard colleges. Only eleven other teachers colleges have the same recognition.

President Lamkin has come through varied and critical situations which prepare him unusually well for effective professional service. He is a versatile administrator and classroom expert. He had a good start. He was largely a product of his father's academy at Clinton, Missouri, an institution typifying and giving the fine old classical college education of a generation ago when some academies were colleges and some colleges were academies.

Uel W. Lamkin grew up in circles of intellectual and moral culture as well as a centre of Missouri politics. He was early beneficiary of associations with scholars, business men, and leaders in statecraft. His parents were distinguished Missourians, refined, cultured and widely known. He has shared much in the large affairs of state and country. He is a fluent and effective public speaker.

The new National Education Association president's professional preparation for his present expanding responsibilities came through a series of timely promotions. He was elementary school principal, high school teacher, high school principal, county superintendent, state high school inspector, chief clerk in Department of Education,

state superintendent of schools, district vocational officer at St. Louis, chief of Division of Rehabilitation and director of the same for the Federal Board for Vocational Education, then president of the Teachers College. He has well utilized his



UEL W. LAMKIN

opportunities. His good sense, wide knowledge, administrative efficiency and characteristic energy are well demonstrated.

A Wonderful Send-off

THE banquet of Sunday evening, over which Mrs. Cora Wilson Stewart presided, was wonderfully brilliant. Everything centred in the welcome to James C. Yen, director general of the National Association for Mass Education in China. Mr. Yen made one of the ablest educational addresses to which we have listened in a long listening-to-addresses career. It was the only illuminating address we have ever heard regarding a way to rescue any country from tradition to personality, the only address we have ever heard that graphically portrays the comedy, here as well as there, of the way *not to help agriculture*.

Mr. Yen explained more brilliantly than has been done by anyone else, so far as we know, why agricultural education is liable to be useless.

An enthusiastic, conscientious young American consecrated himself to the mission of rescuing China from its centuries of misfortune by improving the economic conditions of the 85 per cent. who live off of the land. He graduated from a famous Agricultural College of the United States, then took a graduate course in a more famous Agricultural University in the United States. He then went to England and Rome and got the last word in the science of agriculture in all lands, after which he went to China as professor of agriculture in a leading institution, and after a few years he asked Mr. Yen how he could get acquainted with any farmers in China. He had spent ten years trying to learn how to teach farmers in China; had been exploiting his famous agricultural equipment in China for four years and had seen no Chinese farmer; and had, so far as could be learned, benefited no Chinese farmers.

Mrs. Stewart, always the master artist in platform achievement, made the best series of brief introductions that we have heard in many a day. Her speakers were Augustus O. Thomas, Cornelia S. Adair, Caroline S. Woodruff, Mrs. S. M. N. Marrs, H. L. Smith, and H. R. Wilson, each of whom was in every way worthy of the occasion, which was the highest "average fame" probably of any audience of the week.

Headquarters

"PRACTICE makes perfect," a slogan of our childhood, was admirably demonstrated at Minneapolis. Never in all the years has there been such a Henry Ford-like "assembling of parts" in the production of perfect machinery as this year. There was no squeak anywhere, and Harold Allan can challenge public utilities in expert achievement in doing big business in a big way, and he makes no fuss about it.

Agnes Winn kept Harold Allan's pace with ease, and they went up every grade with no shifting of gears. For the first time, thanks to the genius and devotion of Miss Winn, the allied programs rivaled the Department sessions in size of audience, in interest and importance. Indeed, there were fewer program fatalities in their sessions than in those of the Departments, where the gigantic failure was in the senior department of the National Education Association. While Harriet Chase played no new role she had more opportunities to serve in emergencies than ever before.

Everything was frictionless, and everyone from Washington headquarters did the right thing in the right way at the right time from Secretary Crabtree, Mrs. Hixson down to the latest recruit.

Hospitality

ACHIEVEMENT was throbbing in all phases of hospitality. We have often thought the limit of hospitality had been reached, but there was a glow of achievement which we have never seen approached. For instance, an automobile was tagged by a policeman for some violation of the rules, but when the owner returned wearing a

membership badge the policeman removed the "tag," saying: "Our guests are an exception to our rules!"

Even a shoe-shining parlor waved back the extended tip, saying: "We take no tips from our guests."

Atlanta in 1929

THE vote of the directors for Atlanta in 1929 was so emphatic as to leave no doubt as to the purpose of the National Education Association to educate the North and West, Northeast and Southwest in the marvelous industrial, commercial, and educational spirit of the Atlantic South.

While the directors were voting to meet in the Atlantic South the United States Government reported that North Carolina paid the Government last year a larger miscellaneous tax than any other state, $98,000,000 more than New York, which was second. The teachers of the country will be infinitely more benefited by going to Atlanta than Atlanta will be by having them go there.

The large vote for Atlanta was a noble record for Miss Adair's meeting. Personally, Atlantic City has every attraction in July, and Atlanta is not traditionally attractive to four-fifths of the teachers of the United States.

With all its charms Atlantic City could not appeal to the directors on the ground that the next year's meeting was needed, or that their city had been neglected.

In seventy-one years the Atlantic South has had but four National Education Association meetings, summer or winter, and no meeting for a quarter of a century.

On the other hand the Atlantic South has been heroic in its attendance, considering distances and salaries.

What is more important the Atlantic South has made marvelous strides in educational progress in all directions, and that under most calamitous conditions.

The directors did not hesitate for a minute in deciding on Atlanta. We are sure the attendance will be surprisingly large.

No group of persons is more responsive when it is a question of professional service than are the teachers of the country, and their representatives are proud to be their leaders at such a time.

Reports

EVERY report confined itself to achievement. Even Dr. William M. Davidson's wonderful report of the Legislative Committee on a Federal Department specialized on the possible achievements of every one of the 1,147 delegates. Instead of scolding about the indifference of politicians and the opposition of self-interests, Dr. Davidson showed what each of the 180,000 members could personally achieve. By-the-by, Dr. Davidson made by far the most masterful and brilliant, sane and wholesome group of statements for the Federal Bill that we have heard anywhere at any time.

Walter R. Siders, who made as many reports as all other people combined, was as practical as the multiplication table in telling precisely what every dollar achieves as it functions.

Exhibits

THERE were more exhibitors and more attractive exhibits than ever before. They were exhibits of achievement, often achievements in action. One would take your picture as you passed by. Another exhibited school furniture by having you use their booth as a rest room, and Dr. Charl Williams literally had thousands of school people who could not pass her booth without reading the reasons why a Federal Department of Education is as vital as is a water system before there can be a sanitary system. You cannot clean sewage until you can wash it out.

There was no highway or by-way in this vast exhibit hall that was uninteresting to any one, not one booth that any one could pass without wishing to return to it.

The school exhibits were notable examples of high speed in educational achievements. Practically every exhibit was a notable creation or revolution since 1920.

The Resolutions

JOSEPH ROSIER, chairman of the committee on resolutions, set a high mark in the writing of resolutions. It was partly due to the new order of things by which the resolutions are written by the committee appointed the previous year, but the chairman was an ideal leader in the adjustment to the new conditions. We know of no one who could have presented resolutions so skilfully drawn, so carefully considered in every detail, so representative of every interest of the child and its teacher.

Administrative Women

CAROLINE S. WOODRUFF, Castleton, Vermont, magnified the achievement of administrative women with a brilliant banquet program, on which Elizabeth Hall, assistant superintendent of Minneapolis, was the outstanding feature.

It has been next to impossible to put into history the way in which women have had to overcome traditional obstacles in order to secure oppor-

tunities to demonstrate noble achievements in meeting responsibilities.

Even in this year, 1928, a United States Government Department has broadcasted through the press the most absurd statement that the public schools suffered from 1870 to 1900 by the reduction of the men teachers, when the fact is that that reduction was one of the most glorious achievements in educational history.

So long as political county superintendents could certificate teachers, men with no appreciable qualification could teach school if they would promote the political election of the county superintendent.

Just as fast as the certificating of teachers was transferred from the county to the State Department these men went into service in rural delivery of mail or other semi-political jobs, and young women who had educational qualifications supplanted them. It was the first marvelous achievement in rescuing the schools from antiquated political machinery.

Even now university training for school administration often assumes to be the training of men to rule women teachers. Miss Woodruff deserves national recognition for revealing to the profession the presence of even a few administrative women of rare ability.

Miss Woodruff is one of the two women principals in the 182 state training institutions of the country.

Original New South

WE HAVE not heard as brilliant a statemanship address on the South since the passing of Mr. Grady as that of John W. Abercrombie of Montgomery, Alabama. He made one distinction which alone would have made the address memorable.

The "Original South" was largely the creator of the United States. The North and the Original South fought, bled and triumphed in the South, led by a Southern man. It was a Southern man, Patrick Henry, who sent the thrill of Americanism from Massachusetts Bay to Savannah. It was a Southern man who wrote the Declaration of Independence, and the Constitution of the United States. Four of first five Presidents of the United States were of the original South.

There is a New South which has fought, bled, and died for world democracy with a United America.

The New South has re-created the Original South, and will solve the problems which the Old South created.

Stabilizing World Education

AMERICA'S present mission is to stabilize the currency of the world. Only a few great American financiers have any part directly in this achievement, but their ability to serve the world in this crisis is made possible by the financial confidence of millions of people in the banks in which are deposited the dollars and dimes which enable a few bankers to make great loans to needy nations.

The business of the school people of America is to stabilize the educational activities of the world. We have in the World Federation of Educational Associations these educational bankers of the country, so to speak, and their ability to serve the world in this crisis will depend upon the confidence of the school people, little and big, in their leaders. If we deposit our professional dollars and dimes of faith in their leadership literacy will be promoted to the ends of the earth.

Beautiful Family Experience

ABOVE anything we have ever known was the thoughtfulness of one of the prominent educational women of Massachusetts.

She had a new car and took her father and mother, who have never known the joy of traveling, and a twelve-year-old nephew, and drove from Plymouth County through the lovely Berkshires, the Mohawk Valley to Niagara Falls, then to Chicago, through Wisconsin, to Minneapolis, and settled her family in a lovely little cottage on the shore of Lake Minnetonka.

After the meeting the daughter joined them. She had a complimentary guest ticket to the famous Lafayette Club, where they all enjoyed the luxuries of one of the leading clubs of the United States. They all stayed there together for a few weeks and then took the homeward trip leisurely. There was no camping en route for Miss A— C— W— and her parents and nephew.

A Tribute to F. D. Boynton

UNDER the inspiring leadership of Dr. Randall J. Condon, there was an appreciation of Frank D. Boynton which was as satisfactory a recognition of professional service of a man in active life as I have ever known. The great address, among several unusual addresses, was by Thomas E. Finegan, who has known Dr. Boynton intimately, personally and professionally, for thirty-eight years, and I have never heard a more fascinating recital of an educator's personality. By the by, the most thrilling address I have ever heard in the National Education Association was ten years ago at Pittsburgh, when Dr. Finegan paid a marvelous tribute to his father and George Westinghouse. It is one of the few addresses to which I have listened that is as vivid today as when the tears responded to the mighty thrill resulting from that address. I can repeat it today as well as I did the day after I heard it. I shall

retain Dr. Finegan's thrilling tribute to Dr. Boynton for years to come.

An Unparalleled Story

MISS MARY McSKIMMON related an experience which has no parallel so far as we know by way of illuminating the relation of scientific specialization and common sense.

Miss McSkimmon has a summer home east of Bangor, Maine, which has been developed into a charming bit of landscape gardening.

When Miss McSkimmon opened her summer home a year ago she was distressed to find that the needle-leaves on her young pine trees were sickly, and she sent a few twigs to a scientific forester in Maine, who after careful study declared the disease to be *geometrid,* but asked her to send a larger twig to a scientific forester in Massachusetts who ranked higher as a scientific forester.

This "higher scientist," with a larger twig to examine, said it was not the *geometrid* disease, but the *spittal* disease. He, however, asked her to send a larger twig to a United States scientist in forestry, who said it was not a *disease* at all, but was *a result of too much rain early in the season.*

Adjustment of By-Laws

THE Blair-Claxton study of adjusting the by-laws to the Federal Charter was really a great achievement even if the delegate assembly failed to achieve the necessary two-thirds vote on one article. We have never known as much time, as much masterful thought devoted to any study of a problem of the National Education Association as in this case, and even despite the success of a university in preventing a two-thirds vote on one article, great things were achieved by this study.

Appreciation Luncheon

GEORGE D. STRAYER, Teachers College, Columbia University, was given an appreciation luncheon which was one of the socio-professional events of the week. Dr. Strayer has rendered inestimable service to the National Education Association. No non-salaried person has given as much time and thought to the Association in the last fifteen years as has he, and this service was publicly recognized at this luncheon. It was genuine appreciation voiced by lovers of the Association.

The Arrowhead Tour

BY FAR the most elaborate complimentary attention ever shown any section of the National Education Association in its history was "The Arrowhead Tour" for State Departments of Education by the Duluth Chamber of Commerce, Board of Education, and Superintendent Leonard Young, the Board of Education of St. Louis County and Superintendent Clarence H. Barnes, the Hibbing City Schools, and the Oliver Iron Mining Company, city schools and boards.

It was all complimentary to Hon. James M. McConnell, state commissioner of education, who passed the complimentary attention on to the state departments of the United States.

The initial banquet at Hotel Duluth, participated in by 300 guests and hosts, was as brilliant and informal an affair as we have ever known. The addresses of the three leading speakers, Dr. Francis G. Blair of Illinois, Dr. John W. Abercrombie of Alabama, and Agnes Samuelson of Iowa, were unsurpassed by anything heard at the National Education Association of 1928.

C. G. Schulz, executive secretary of the State Association, was the guiding hand in steering the arrangements from the day when Shankland and Allan first appeared on the scene until the last exhibit was packed and the last guest said "Farewell." Mr. Schulz is the standard type of executive secretary, a recent creation of educational officialdom. He has been an efficient State Commissioner, and realizes what an executive secretary can do; what he should not attempt to do; that his business is to help the teachers and the elected leaders of cities, counties and state to serve the children of today for the benefit of the public of tomorrow. No one does this better than does Mr. Schulz.

The House of Friendship created and presided over by Miss Effie Macgregor was the most elaborate and luxurious resting place ever provided for guests at a meeting of the National Education Association. It was a noble achievement for restfulness.

For the first time in recent years the resolutions of the National Education Association directly and emphatically endorsed the achievements of the United States Bureau of Education under the directorship of Dr. John J. Tigert, United States Commissioner of Education. This was sanity raised to the *n*th degree. It will promote the cause of "a Department of Education with a secretary in the Cabinet" infinitely more than has the neglect of such recognition.

The expected meddling with frenzied finance did not materialize. The school people this year set a high standard of minding their own business.

The most captivating and thrilling address of the entire session was by Florence Hale of Maine on the evening program on Tuesday. She has a matchless art of meeting emergencies with irresistible skill and climaxing wit with superb wisdom.

Personalities

General Program

JOHN W. ABERCROMBIE, assistant state superintendent, one of the real oratorical champions of safe and sane education, is assistant state superintendent because the State Constitution prohibited him from succeeding himself directly; so he and R. E. Tidwell take turns at the two official positions. Dr. Abercrombie is not only a brilliant speaker and a noble Southerner, but he has had exceptional experience as a Congressman, as president of the State University, and as state superintendent of schools.

CORNELIA S. ADAIR, president of the National Education Association at the Minneapolis meeting, is the first classroom teacher to be president of the Association, a distinction she had earned by official leadership in Richmond, as highly efficient treasurer of the Association for several years. She was on the board of trustees when elected, without opposition, to the presidency. She has rendered exceptional services in the field during the year, has provided a great program and has presided efficiently and gracefully.

L. R. ALDERMAN, Washington, D.C., specialist in adult education, United States Bureau of Education, has been the superintendent of a small city, a county superintendent, state superintendent of Oregon, superintendent of Portland, Oregon, and on the faculty of the State University of Oregon. He has done exceptionally ingenious work masterfully in several positions, and he fits into his work in the Bureau of Education with remarkable efficiency.

FRANCIS G. BLAIR, Springfield, Illinois, state superintendent for many years, and president of the National Education Association, Seattle meeting, rendered a service of incalculable value to the Association in magnifying the office of director. He is largely responsible for the creation of the committee of which Dr. P. P. Claxton is chairman.

MABEL C. BRAGG, assistant superintendent, Newton, Mass, is an inspiring comrade of the teachers in service in her city. As a platform champion of significant adventures in professional idealism, and as an author, she maintains the reputation that Newton has long enjoyed.

PHILANDER P. CLAXTON, superintendent, Tulsa, Oklahoma, one of the seven men who rallied around Governor Aycock when North Carolina was made famous for educational transformation, was the youngest man of the group, and one of the thrillers as they responded to the S. O. S. calls from places large and small. Since then he helped to nationalize the State University of Tennessee. He will always have a warm place in the hearts of American school people for the eminent services he rendered as United States Commissioner of Education. At the Minneapolis meeting he had great responsibility as chairman of the committee on "Appointment of Delegates and Kindred Questions."

THOMAS R. COLE, who has honored Seattle with a leadership so sane that professional progress has never been jeopardized, was very much at home in Minnesota, where he served a brilliant apprenticeship in the original Northwest before he assumed the leadership of the metropolis of the Pacific Northwest.

A. G. CRANE, president, University of Wyoming, Laramie, has the distinction of having the university serve the definite need of his state in more ways, financially and civically, than is to the credit of any other University president whom we know.

SAMUEL CROWTHER, Bayside, Long Island, N.Y., one of the very eminent magazine special writers of the day, in his portrayal of the personality of Henry Ford, gave the program of the week a thrill such as a program of the National Education Association rarely has had.

DR. WILLIAM M. DAVIDSON, superintendent of Pittsburgh, Pennsylvania, and chairman of the Legislative Committee of the National Education Association, has had the unprecedented experience of being the efficient superintendent of the metropolis of Kansas, of Nebraska, of the capital city of the United States, and of the second largest city of the second largest state in the Union. He has sponsored several highly important professional activities, and has always been the leader of the principals and teachers of every city that he has served.

SIMEON D. FESS, United States Senator from Ohio, was by all odds the most famous man on the Minneapolis program. He was a real schoolmaster in Ohio, was a professor in the University at Ada, Ohio, and was president of Antioch College at Yellow Springs, and was one of the appreciated educational lecturers of the country. He was temporary chairman of the recent National Republican convention. His Fourth of July oration was a masterpiece.

WILL LOU GRAY, Columbia, South Carolina, state supervisor of adult education, has developed rare skill in the art of creating attractive ways of helping illiterate adults to approach the learning process. She is especially wise in preventing those who learn to read and write from being satisfied from this attainment.

SIDNEY LUTHER GULICK, New York City, represented the Federal Council of the Churches of Christ in America so creditably that it was acceptable to the religious complex of the Association, which is no easy accomplishment.

FLORENCE M. HALE, state supervisor of rural schools of Maine, and editor of Primary Education, Boston, retains the pre-eminence as being able to say wise things wisely and wittily, forcefully and facetiously. She has no rival in skilfully and artistically meeting platform emergencies.

W. J. HALE, Nashville, president of the National Association of Teachers of Colored Schools, and principal of Tennessee Agricultural and Industrial College, was most happy in the greetings he brought from the colored schools, and in the way he delivered these greetings.

C. J. HEATWOLE, Richmond, secretary of the Virginia Education Association, was a delightful representative of President Adair's city and state.

F.E. HOWARD, Hamakuapoko, Maui, Hawaii, president, Hawaiian Education Association, was highly appreciated for the part he occupies in magnifying the educational responsibilities of the Pacific Islands.

H. C. HOROCK, Iowa City, emphasized the standards and ideals of the American Bar Association, something never before enjoyed by this Association.

SALLY LUCAS JEAN, health consultant and specialist of New York City, has earned the distinction of creating universal interest in and devotion to the promotion of all ways and means for lengthening life and making living more attractive in homes and schools.

DR. CHARLES M. JORDAN, superintendent-emeritus of Minneapolis, is on duty efficiently, and neither officiously nor arm-chairishly. He is a son of Maine, a graduate of Tufts College, Massachusetts, and has rendered notable service in the metropolis of the Northwest longer than any other man now in educational service in the state.

MRS. EDYTH B. JOYNES, Maury High School, Norfolk, Virginia, Eastern executive committee member of the Department of Classroom Teachers, was in every way a credit to the great array of classroom teachers who are the vast majority of the members of the National Education Association.

J. STEVENS KADESCH, principal, Medford, Massachusetts, High School, as president of the Department of Secondary School Principals has done much to unify the spirit of a group of important leaders of youth in school and out.

UEL W. LAMKIN, president of the National Education Association in 1929, is a notable professional success as president of a Missouri State Teachers College. He was eminently successful as state superintendent of Missouri, and won national fame in Government service in the rehabilitation of soldiers of the World War. He has won unopposed recognition as president of the National Education Association.

MRS. S. M. N. MARRS, Austin, Texas, president of the National Congress of Parents and Teachers, is the only wife of a state superintendent of schools who rivals her husband in efficient public service.

DANIEL L. MARSH, president of Boston University, is the only president of a great university who traveled fifteen hundred miles to take his part on a professional program. He was the first university president to be made a life member of the National Education Association by his professional associates. He is president of New England's largest university, and has developed a remarkable School of Education in Boston University.

WILLIAM J. MAYO, Rochester, Minnesota, surgeon at Mayo clinic, was probably the most famous professional scientist to whom the great body of school people have ever listened. J. W. Crabtree and others who have enjoyed the professional service of Dr. Mayo highly appreciated the fact he favored the school men and women by accepting a place in the program.

MISS SARAH T. MUIR, Lincoln, Nebraska, High School, has developed a code of professional ethics which is the first to be generally accepted. She is the devoted chairman of the committee of the National Education Association to prepare such a code.

MARY McSKIMMON, Brookline, Massachusetts, principal, Pierce School, president of the National Education Association in the Philadelphia year, will long be remembered as pre-eminent among the brilliant official leaders of the Association. Her address was enthusiastically appreciated.

E. RUTH PYRTLE, principal, Lincoln, Nebraska, and member of the State Board of Normai School Regents, chairman of the National Education Association Committee on Retirement Allowance, has served on many committees, and rendered important professional service for several years. She is highly esteemed and universally admired.

WILLIAM McKINLEY ROBINSON, Michigan State Teachers College, Kalamazoo, president of the National Education Association Department

of Rural Education, is intensely interested in rendering real service to country children.

ARTHUR R. ROGERS, president of the Civic and Commerce Association of Minneapolis, the organization which sponsored the business arrangements so satisfactorily, was unusually happy in his welcome greetings.

ALBERT LINDSAY ROWLAND, superintendent, Elkins Park, Pennsylvania, made a convincing presentation of a creditable and feasible plan for tenure for teachers.

AGNES SAMUELSON, state superintendent of Iowa, is recognized by all classes of school people as the inspiring leader of all classes of men and women in the state. She is one of the most entertaining, inspiring and helpful speakers. Her tribute to the "Unknown Teacher" was a classic.

WALTER R. SIDERS, Washington, D.C., field representative of the World Federation of Education Associations, never fails to put across effectively any message, and this was notably true at this meeting when he championed World Citizenship on the general program.

MRS. CORA WILSON STEWART, Washington, D.C., director of the National Illiteracy Crusade, has no rival, woman or man, in brilliant devotion to a specific cause for the enlightenment of humanity en masse. She has done more to open the eyes of adults, blind to the printed page, than all of the rest of us. There is no one with whom to compare her.

MARY STEWART, of the Boston American, was an honor to Boston and to the daily press of the country in her address.

REV. HENRY CHAPMAN SWEARINGEN, pastor of the Congregational Church, Minneapolis, Minnesota, at the vesper service provided an eminently happy approach to the exercises of the week.

AUGUSTUS O. THOMAS, state commissioner of Maine, and president of World Federation of Education Associations, is the official champion of better understanding among the nations of the world, but what is of more importance in Maine he has a national record in rural school improvement. His addresses were always interesting and his message always important.

JOHN J. TIGERT, United States Commissioner of Education, has had only one predecessor who has been Commissioner of Education longer than he, and all of them combined did less for the material prosperity of the Bureau of Education than has Dr. Tigert. His addresses were universally appreciated.

W. FRANK WEBSTER, superintendent of Minneapolis, was chairman of all committees of arrangements for this meeting, and presided over the vesper service with the dignity and grace due such an occasion. He has rare culture and scholastic equipment.

H. B. WILSON, Washington, D.C., director of American Junior Red Cross, has an unrivaled mission in creating an inexhanstible supply of men and women to do the work of the Red Cross of the future in prompt relief in every crisis by fire, wind, and water, by earthquake and pestilence. No one could do this work more adequately than he is doing it.

J. F. WRIGHT, Detroit, executive secretary, Pathfinders of America, is devoting rare ability to the solution of a serious human engineering problem.

JAMES C. YEN, Peking, China, director general, National Education Association for Mass Education in China, was the one great world leader from a foreign country on the Minneapolis program. He brought one of the noblest messages of the meeting, and all in all was the great feature of the meeting.

MAX ZIMPEL, Fargo, North Dakota, State Agricultural College, Exchange Professor from Germany, whom we have had the privilege of knowing in his work at Fargo, is in every way promoting American appreciation of friendly professional relations with European educators. His presentation of public educational conditions was a revelation to Americans. It was a masterful effort in every way.

STELLA L. WOOD, principal, Minneapolis, had something quite new to say about a child's "Contemporary Group," which, by the way, was an interesting new phrase.

DEPARTMENTAL PROGRAMS

MAUDE E. AITON, Washington, D.C., explained her successful use of motion picture films in the interpretation of the vocabulary to the near-illiterate.

FLORENCE D. ALDEN, University of Oregon, Eugene, gave attention to the Health of Women and physical exercises for their health advantage as we have not known it to be done before.

JOHN E. ANDERSON, University of Michigan, demonstrated the justification of his reputation as child welfare specialist by dealing in a wholesome and thrilling way with the importance of habit formation in the emotional life of a child.

WILLIAM C. BAGLEY, Teachers College, is a specialist in more technical subjects than is any other educator. He is always fascinating, and always makes his hearers think that that subject is the only thing in which he specializes. This time it was "The Element of Adventure in Teaching Geography."

R. D. BALDWIN, president, State Teachers College, Stevens Points, Wisconsin, was one of several recently elected chiefs in State Teachers College leadership. His predecessor, the late John Sims, was one of the most prominent students of educational problems in the National Education Association, and his successor, Mr. Baldwin, had a hearty welcome.

CLARENCE H. BARNES, Duluth, Minnesota, superintendent of St. Louis County, which is larger than Connecticut and Rhode Island combined, is the creator in eight years of the most remarkable combination of plans for the administration of education in a county of which we have ever known. There is no other county in any way comparable to St. Louis County in its financial ability and disability. Mr. Barnes is responsible for the expenditure of a million dollars a year in county school affairs, not including city school expenses. Everything which is of high significance is of his creation, new in conception and new in a sort of Caesarian birth. Nowhere else would it be possible to do what he does, and no one else could have done what he has done. He is a native Minnesotan; has been superintendent of two small school systems; was superintendent of Ely, in the Iron Range, nineteen years ago; superintendent of St. Cloud, one of the best school cities in the Northwest, for three years; in the State Department for three years; back to the Iron Range as superintendent of Eveleth for three years; and became county superintendent of the Iron Range and Duluth region. He brought to this opportunity the widest range of experience and the highest degree of public confidence, which combined to make possible the creation of an unprecedented system of county achievements in administration.

ADELAIDE STEELE BAYLOR, Federal Board of Vocational Education and secretary of the National Council of Education for several years, always rings true on the responsibility of the home for training children for worthy citizens, and her address on this occasion was her masterpiece.

NINA J. BEGLINGER, Detroit, is supervisor of work with foreign-born. She described in detail the devices used to interest that class in their education.

WILLIAM J. BOGAN, newly elected superintendent of Chicago, who has specialized on vocational education, had a glorious reception whenever he appeared at any meeting, especially when he took his allotted place on the vocational educational programs. His election as superintendent of Chicago gave great satisfaction to the National Education Association.

MRS. AGNESS M. BOYSEN, Lyndale School, Minneapolis, placed exceptional emphasis upon the value of character training as a basis for good scholarship.

MIRIAM BRUBAKER, Evanston, Illinois, had some genuinely new ideas about the play group of a child in school and out.

JOHN C. CALLAHAN, state superintendent of Wisconsin, who has been sailing tumultuous seas serenely for several years, dealt with rural school finances as skillfully as is his wont on all occasions. The "Wisconsin Plan" is largely Callahan's plan and he demonstrated pride of fatherhood.

PAUL A. CARLSON, State Teachers College, Whitewater, Wis., would have scientific tests and measurements for professional careers in business.

A. W. CASTLE, State Department of Pennsylvania, is making much of his responsibility for Extension education in the Keystone State.

HERBERT E. CHAMBERLAIN, Minneapolis, director of Child Guidance Clinic, told in a frank yet modest way what he is trying to do with some rather new professional machinery.

MARY ELLEN CHASE, Smith College, was as interesting as her theme was individualistic, "The Nemesis of Self-Expression."

M. C. CLARK, superintendent, Sioux City, asked in his emphatic way if there really are great teachers today. He is one of the able superintendents of the country, and is so regarded nationally as well as locally. His address was a real masterpiece.

WILLIAM C. COFFEY, dean of Agriculture, University of Minnesota, champions responsibility of agriculture for educational progress. He insists agriculture must be educationally dynamic, and not educationally static.

RANDALL J. CONDON, as always, was high man on the program. His special theme was "Education for Citizenship in a City," and he magnified the combined influence of home and school.

MRS. KATHERINE M. COOK of the United States Bureau of Education always has at her command the facts and philosophy involved in facing the rural school problems of every state and every section. This accounts for the reception she always has on any program.

ROBERT L. COOLEY, Milwaukee, president, American Vocational Association, is the great genius and noble master of aggressive vocational progress of America today. No one has ever had a record comparable to that which he has made in Milwaukee in the last fourteen years, and there is no one today who can excel him on the platform, lay or professional. He was a leading feature of the week.

V. C. COULTER, University of Wyoming, from large experience in the successful study of children in their learning activities had an excep-

tionally valuable address on "Children's Subconscious Knowledge of Grammar," a subject whose importance is too little recognized.

R. R. CROMWELL, Peoria, Illinois, is a thorough believer in student government in high schools and strongly maintained that a student council maintains high morale in a high school. He made the clearest presentation we have heard.

MRS. HAZEL C. DANIELS, editor-in-chief, Parent Teacher Broadcaster, Minneapolis, discussed the opportunity to magnify ways and means of promoting character training in the home.

M. S. DUDGEON, librarian, Milwaukee, insists on a greater and better use of the public library in the education for those adults who are indifferent to the value of education.

JOHN M. EDGEMOND, Oakland, would require high efficiency in a teacher of commercial subjects in high schools.

HARRY L. EELLS, Iowa State Teachers College, Cedar Falls, who succeeds the late Macy Campbell as head of Department of Rural Education at Cedar Falls Teachers College, in his first appearance in the National Education Association in that capacity was highly satisfactory.

MRS. CLAIRE SWEETMAN EPLER, Los Angeles, insists that student participation in the government of a high school aids materially in establishing and maintaining a merit system.

ALBERT FERTSCH, Gary, Indiana, found it easy to interest his audience in the achievements of William Wirt's city.

THOMAS E. FINEGAN, president, Eastman Teaching Film, Inc., Rochester, New York, was in his element giving an account of recent experiments in classroom procedure with motion pictures. No one is doing more to vitalize the motion picture educational service than is Dr. Finegan.

HELEN FIELD FISCHER, who carried her audience at the Dallas meeting of the Department of Superintendence in February, 1927, so majestically that she has been in demand in all sections of the country since then, was on the Minneapolis programs twice, and each time gave the audience an inspirational thrill.

H. W. FOGHT, president, Municipal University, Wichita, Kansas, made a famous statesmanship address on the possible solution of America's agricultural troubles through a great education program. No one has the background for a treatment of that theme quite the same as has Dr. Foght. He was born and educated in Nebraska where agricultural ills were at their height. He made the best study of Holland's educational agricultural advantages that has been made and published. He had the baptism of enthusiastic devotion under John R. Kirk's zealous vision at Kirksville. He was in the United States Bureau of Education with Dr. Claxton when freedom in functioning was at its height. As president of State Teachers College, Aberdeen, and the master mind in South Dakota education before there were political entanglements, he had a rare opportunity to study and influence education in Japan, and now he has the best opportunity any one has ever had to create a municipal university in a prosperous city in a purely agricultural state. We heard no address that was more attractive and more worthwhile than the one he made at Minneapolis.

BESS ELEANOR FOSTER, Minneapolis, was the creative spirit in making a valuable program for the National Conference on Art Education.

JOSEPHINE C. FOSTER, University of Minnesota, had the field to herself in suggesting the solution of the problems created by the preschool child.

EDGAR F. FOWLER, Chamber of Commerce of the United States, insisted that commercial teachers are business men and women or should be. His was one of the notable addresses of the week.

ARTHUR S. GIST, State Teachers College, San Francisco, after September 1—as president of the Department of Elementary School Principals was near the top in all sorts of professional activities. As editor of the Year Book of that department he has won enthusiastic appreciation of all varieties of influence in the National Education Asosciation.

JAMES M. GLASS, Rollins College, Winter Park, Florida, improved a rare opportunity to show how Rollins College meets many of the perplexing problems of these hectic times. It was one of the best things of the National Education Association meeting of 1928.

MARY S. GOLD, University of Minnesota, was the one person who revived interest in supervised study, and she did it effectively.

BESSIE BACON GOODRICH, assistant superintendent, Des Moines, is always interestingly suggestive because her work always has a distinct personality.

HELEN C. GOODSPEED, Philadelphia, had no difficulty in rallying a program for the American Home Economics Association, for there is a better atmosphere for home economics in the National Education Association than for the American Classical League. Strange to say, seven of the nine Americans on the program of the American Classical League were from New York City, and no one from New York City was on the program of the American Home Economics Association, which, by the way, had a distinct Bostonian flavor under the lead of Boston University.

BEN GRAHAM, assistant superintendent, Pittsburgh, Pennsylvania, took an heroic stand on

rescuing Junior High Schools from the tyranny of college preparatory requirements.

E. C. GRIFFEN, Pierre, S.D., has won high distinction in his state, and this was his first opportunity to present to the National Education Association an account of his achievement through a state program in citizenship for rural schools, and he did it most effectively.

MARY L. GUYTON, Massachusetts State Department of Education, outlined her work with adult aliens. She is one of the women of whom the Bay State is deservedly proud.

THEODOSIA HADLEY, Kalamazoo, Michigan, took an unusually large view of nature study, which was quite refreshing.

ELIZABETH HALL, assistant superintendent, Minneapolis, who has been the master of details in the school system of the city through two administrations, thus giving continuity to the philosophy and practice which have given the metropolis of the Northwest nation-wide fame, was largely responsible for the grand success of the varied arrangements and for the perfection of several platform programs.

ELIZABETH HALSEY, State University of Iowa, urged more attention to the selection and preparation of health leaders. They shouid be inspiring examples to students rather than mere evangelists to enlist them.

L. DAISY HAMMOND, principal, Dayton, Ohio, is an ardent believer in patriotic pageants for inspiration in character ideals.

ROY F. HANNUM, Ottumwa, Iowa, gave testimony to the success of Student Council in his high school for six years. His address was a remarkable bill of particulars.

W. WILBUR HATFIELD, Chicago Normal School, dealt frankly with the everyday problems in trying to teach English.

S. O. HARTWELL, superintendent, St. Paul, is recognized as highly scientific in all phases of practical and professional education. He issues a monthly "School Bulletin," which is attractive in every line, and so informing as to be of inestimable value to taxpayers and teachers. He makes a remarkable showing as to teacher efficiency and city service.

ANNA M. HAYWARD, Terre Haute, made it entirely clear that the Student Council in their high school is a positive asset in every respect and a liability in none.

J. MURRAY HILL, Bowling Green, Ky., thinks better preparation of all commercial teachers should be insisted upon.

GEORGE W. HOKE, editor-in-chief, Educational Work, of Eastman Kodak Company, emphasized the place of motion pictures in teaching geography. He is an expert in presenting any phase of the use of motion pictures, and this subject would be easy for anyone.

L. GERTRUDE HOWES, Boston, from her extended experience in community garden work had an important account of "School Gardening in Boston."

A. W. HURD, University of Minnesota, is prominent in the promotion of more universal and better methods of teaching science, and his address was most illuminating.

J. H. JENSEN, Aberdeen, S.D., sincerely believes that science can be profitably taught in small high schools, and that it should be taught there.

J. B. JOHNSTON, University of Minnesota, did not hesitate to discuss frankly the present-day friction between high schools and colleges.

RUTH M. JOHNSON, University of Wisconsin, was the chief champion of meeting the needs of children with individual differences.

LLOYD L. JONES, assistant superintendent, Cleveland, emphasized placement service as virility in business. It was a notable address.

OLIVE M. JONES, principal, New York City, continues to be high woman in all sorts of service administration and professionally. Her presidency at the Washington meeting will have front rank in memory for many years by all who attended the meeting of 1924.

CAROLINE F. KIMBALL, Lynn, Massachusetts, has made a real contribution to the work of the school in removing a serious handicap. She has had some notable results with children who are hard of hearing by teaching lip-reading in connection with public schools.

MRS. HAZEL KING, Trenton, Michigan, had new things to say and said old things in a new way in linking projects and story telling entertainingly.

KATHERINE M. KOHLER, Minneapolis, director of summer schools, made an interesting statement of success in adult education.

LEONARD B. KOOS, University of Minnesota, did much toward clarifying the complexities inherent in the newness of Junior High Schools. He is a vital force in the professional thinking of the day.

M. C. LEFTER, superintendent, Phoenix, Arizona, always a hundred per cent. sane and suggestive, made an admirable report on his experiment with a superintendent's advisory committee.

MERTON C. LEONARD, Jersey City, N.J., makes student participation in high school government an unquestioned success, and he knows how to tell why it is a success.

FERDINAND J. LIPOVETZ, Crookston, Minnesota, gave an exceedingly interesting

account of the school health program of his city.

JOHN J. LOFTUS, president-elect of the New York Principals Association, demonstrated the wisdom of his associates in promoting him to the most responsible position attainable as a recognition of personal achievement as a school principal.

J. M. McCONNELL, state superintendent of Minnesota, found time in the midst of his strenuous hospitality duties to present an interesting and important plan for educating for citizenship. The famous excursion planned by Mr. McConnell, by way of entertainment of the visiting state superintendents and their wives by taking them from Duluth through the Iron Range, broke all records for hospitality in a summer or winter meeting.

MRS. ELIZABETH MACDONALD, Boston University, paid the best tribute to family life for its social and economic influence.

JAMES O. McKINSEY, Chicago University, thinks the value of bookkeeping needs more stressing.

RALPH VAN DEMAN MAGOFFIN, New York University, made an heroic effort to vitalize the American Classical League, assisted by Rollin H. Tanner, secretary-treasurer, also of New York University. He was assisted by Frances E. Sabin, of Teachers College, Columbia University; Charles Knapp, Barnard College, Columbia University; and Anne P. MacVay, of Wadleigh High School, New York City.

ELDA R. MERTON, assistant superintendent, Waukesha, Wisconsin, gave further brilliant demonstration of her magical skill in the use of visual aids in elementary schools. She is really the creator of several applications of visual aids in promoting educational efficiency.

JOHN D. MOFFETT, public schools, New York City, told how they use stereopticon slides in interpreting the vocabulary in practice in learning language.

MRS. ELIZABETH MORRIS, Asheville, N.C., convinced her hearers that she knows how to promote adult education in the mountain-rural districts of the Appalachian Mountains.

GEORGE MORTENSON, Oakland, was the chief speaker on the problems involved in adjusting the complications in putting the seventh and eighth grade in the junior high school.

MRS. BELLE FARLEY MURRAY, Saginaw, Michigan, was exceedingly happy in her presentation of the specific influence the home may have on a child's character.

HORACE NEWHART, M.D., Minneapolis, as president of American Federation of Organizations for the Hard of Hearing, has made a notable contribution to the science and art of reducing one serious handicap of school children, and he gave the Department of Lip Reading of the National Education Association the benefit of his observations and demonstrations.

Your Favorite Fruit Drink...
with the addition of
Horsford's Acid Phosphate
becomes a tonic drink
that relieves mental and nervous exhaustion; increases the activity of the brain and assists nature in restoring vitality to the body. *Try it!*
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WEBSTER H. PEARCE, state superintendent, Michigan, made his bow to the fraternity through the National Education Association for the first time in an admirable tribute to the citizenship service of the rural school.

LAURENCE N. PEASE, Stockton, California, president, Department of Business Education, National Education Association, staged a program never before dreamed of by this department; he had fifteen high-class speakers. Business is certainly asserting itself in education.

ETHEL PERRIN, staff associate, American Child Health Association, New York City, had a unique way of describing activities in Sunday schools by styling her subject "Health Trends." She relieved her description with several attractive phrases.

L. A. PITTENGER, president, Ball Teachers College, Muncie, Indiana, in his first appearance in the National Education Association as a college president, paid an admirable tribute to rural leadership of the past.

L. M. POST, Detroit, was allowed forty minutes in which to give an account of the "Administration of the Boys Athletic Program in the Physical Education Department of the Public

Schools" of his city. Detroit always does the best thing in the best way, and every one felt that as Mr. Post presented the way he does it in Detroit.

J. ORIN POWERS, George Washington University, Washington, D.C., had no hesitancy in saying that the Junior High School has not uniformly realized its objectives.

RUTH PRICE, San Diego, California, demonstrated absolute faith in the availability of a superintendent's advisory committee.

CARROLL R. REED, superintendent, Bridgeport, Connecticut, gave an important as well as interesting account of how he has used the public schools in Akron, Ohio, and Bridgeport, Connecticut, in promoting unusual education in those cities. He was a brilliantly successful administrator in Amherst, Massachusetts, and Rockford, Illinois, before he assumed responsibility in Ohio and Connecticut.

CHARLES G. REIGNER, Baltimore, wants better results in shorthand teaching in the public schools.

ETHEL A. ROLLINSON, Columbia University, insists that shorthand efficiency should be standardized.

CASSIO F. ROYS, principal, Omaha, gave the best testimony we have heard of student organizations in the creation of character.

ELLA RUSCH, principal, Minneapolis, revealed the great strides made in recent years through the zeal of Agnes Stowell of University of California, and others, in the promotion of lip-reading.

GEORGE A. SELKE, president, State Teachers College, St. Cloud, Minnesota, not only has the greatest professional opportunity in the Northwest with the largest enrollment, and the most highly professional background of any professional school of the Northwest, but he brings to its responsibilities an unusual experience and appreciative personality. When Dr. J. C. Brown, who has carried the prestige of St. Cloud to new heights, accepted the presidency of DeKalb, Illinois, State Teachers College, it was quite remarkable that any one man could have as many experiences and as much training for immediate success as had George A. Selke. His address on "The Size of the Unit for Rural School Support and the Problem of State Aid" was a masterful pronouncement in a great emergency.

HELEN SHOVE, principal of Longfellow School, Minneapolis, and secretary of the Department of Elementary School Principals, has been the working member in the functionings of the elementary school principals who have become the great leading force in the many phases of administrative prominence. This was especially true of the meeting of 1928.

ALICE CORBIN SIES, president of Teachers College, Indianapolis, made her first appearance as a college president on a National Education Association program. Her subject was the outlook for women in college circles.

R. O. SMALL, director of Vocational Education, Massachusetts, arranged an attractive program on Vocational Education, which was one of the high spots of the meeting.

HENRY LESTER SMITH, dean of School of Education, Indiana State University, president of National Council of Education, is uniformly efficient in every administrative function. It is no easy matter to keep the Council of Education "going on high" in these days, but he is doing remarkably well.

M. I. SMITH, Hibbing, Minnesota, reported on school gardening in the Iron Range.

W. C. SMITH, New York State Department of Education, and editor-in-chief of the Inter-State Bulletin, official organ of the Department of Adult Education, National Education Association, made an effective plea for the support of his Bulletin.

MRS. NORMA D. SOLVE, University of Michigan, had the most egoistic subject of the week, and she treated it egoistically, "Poets, Egoists, and Teachers." It was on the program of the National Council of Teachers of English.

R. A. STEVENSON, University of Minnesota, claims that the universities and secondary schools should tie up their business courses for mutual helpfulness.

GEORGE D. STRAYER, Teachers College, Columbia University, sustains himself as chief adviser and counselor in various phases of educational administration, in which he magnified at Minneapolis.

ANNA SWENSON, St. Paul, of the State Department of Education, was the spokesman for her state in outlining the Minnesota plan of aiding the Minnesota rural schools. Miss Swenson has demonstrated wisdom in promoting ways of helping schools without stirring up vicious taxpaying opposition.

ELAINE SWENSON, Clark University, Worcester, quite captivated the group with her use of rhythm in interesting some adult aliens in education.

CHARLES W. TAYLOR, state superintendent, Nebraska, made his first appearance as state superintendent on the National Education Association program. His was an earnest plea for greater success in home and school in the education for American citizenship.

FRED TELFORD, Washington, D.C., would have scientific measurements for stenographic results.

AUDREY M. THOMAS, Virginia, Minnesota, has an important part in making the administration of Superintendent W. G. Bolcom far-famed for ingenious and masterful progress. She told how they make art education a vital part of the elementary school service.

W. O. THOMPSON, president emeritus of Ohio State University, Columbus, is without a rival in acceptable leadership of National Religious Education with all three words to be spelled in capitals. No other university president has been more zealous or heroic in stabilizing educational standards, and no religious leader has kept a better poise in the troublous times through which the churches have passed. It meant much to have Dr. W. O. Thompson in a prominent place on the Minneapolis program.

MONETTE O. TODD, Los Angeles, thinks Retail Selling should be taught in city high schools.

GILBERT H. TRAFTON, Mankato, Minnesota, State Teachers College, magnified the importance of biological science in elementary schools. As a rule every one dodged biology as though it has possibility of infection.

ELEANOR TROXELL, supervisor, Kalamazoo, Michigan, provided a captivating program for kindergarten-primary education and it materialized beautifully.

THEODORE UTNE, State Director of Evening Schools, Minnesota, is making an heroic effort to get satisfactory results from all evening school activities. This is no easy task.

MINNIE A. VAVRA, St. Louis, wants more attention paid to typewriting.

GLEN W. WARNER, editor of School Science, Chicago, and teacher in Crane Junior High School, took a new view of the present-day problems of science teaching by viewing these problems from the point of view of an editor.

ROY E. WARREN, principal, Berkeley, California, has no question about the possibility of developing character by the inspirational use of definite character tests.

HANCO A. WEBB, Peabody College, Nashville, editor of Current Science, had a wholesome appeal for teaching the science of today for students of today. It was well-timed and admirably presented.

LYNDA WEBER, University of Wisconsin, advocated the contract plan of instruction in Science, which interested her hearers because of the subject and her presentation of the case.

JOHN C. WEST, superintendent, Bemidji, Minnesota, uses the State Department of Agriculture for the benefit of the schools of the city, and the Department of Agriculture uses the Bemidji schools to its great advantage. In his address Mr. West described this mutual advantage.

EMELINE WHITCOMB, United States Bureau of Education, specialist in home economics, has a well-rounded plan for the promotion of home economics in senior high schools.

GEORGE M. WILEY, assistant to Dr. Frank P. Graves, clearly and attractively told of the wonderful advance in New York State financing of rural education.

JOHN D. WILLARD, New York City, of America's Association for Adult Education, presented the claims of non-school organizations in promoting rural citizenship.

H. E. WILSON, University of Chicago, made an important plea for the development of an international attitude in the public schools.

AGNES WINN, of the headquarters staff of the National Education Association at Washington, gave a noble account of her stewardship as editor of the News Bulletin for classroom teachers, which she has edited so skilfully and attractively the past year. The reception given to her address removed all doubt of the value of the News Bulletin. Miss Winn carried large program responsibilities without a slip anywhere at any time.

CAROLINE S. WOODRUFF, Castleton, Vermont, president of National Council of Administrative Women in Education, who had one of the largest and most brilliant banquet programs in Boston in February, repeated the achievement in Minneapolis. She not only has the genius for getting together a vast number of diners, and skill in having an interesting program for her Council, but she is eminently wise in counsel and effective in professional leadership.

MRS. MILDRED WEIGLEY WOOD, Phoenix, Arizona, state supervisor of Home Economics, shared with the city superintendent of Phoenix the responsibility of representing the state on the program.

A. W. YAWBERG, Cleveland, one of the long-time county superintendents with great achievements to his credit, represented Ohio right ably as he outlined the Ohio plan of financially helping rural schools.

LIVIA YOUNGQUIST, Winnetka, Illinois, brought from Carleton Washburne's city of individuality something that even the brilliant superintendent has never reported upon.

NORAH E. ZINK, State Normal School, New Haven, pleaded earnestly for more time for geography in elementary schools.

EDUCATION IN ACTION

Teachers Helped To Be Art Lovers

The training college is one of the few institutions in which students who do not propose to adopt one of the arts as a definite profession can find opportunities for developing artistic talents. This fact is brought out in a pamphlet recently issued by the Board of Education in London after an investigation of the artistic, aesthetic and expressive side of education. After leaving college, says the pamphlet, a student often becomes a specialist teacher, but even when this is not the case "a knowledge and love of arts and crafts gained in the training college will serve to make the teacher a more vivid and effective personality in the schoolroom in innumerable ways." Students in training find that their newly acquired craftsmanship not only increases their power as teachers, by enabling them to deal in a practical and concrete manner with many of the school subjects, but furnishes them with a pleasant hobby and enables them to make things of intrinsic and artistic value.

Chile Studies Our Methods

Educational methods in the rural parts of the United States, and particularly on the Indian reservations, are being studied by Arturo Huenchullan, a normal school instructor of Chile, who has been sent here for the purpose by his government. His report will be used as a basis for reforming the system by which Chile now provides education for its Indians. He is now enrolled in Teachers College of Columbia University. Later he will go to Nashville, Tenn., Oklahoma, New Mexico, Arizona and Washington, D. C., and will visit in Mexico before he returns to Chile. A public instruction law passed in March, 1928, establishes free government schools in the rural districts to which all Indian children, for the first time in history, will have a chance to go. Protestant and Catholic mission schools and a few operated by Indians themselves have been the only ones accessible to those who live on farms in their allotted territory in Southern Chile.

Titled Englishmen Turned Into Business Men

Turning titled Guardsmen into stockbrokers almost while you wait is the task of probably the most aristocratic training college in the world, now established in London. Founded to aid in solving the post-war problem of finding renumerative employment for scions of the British aristocracy, the college has put many sons of famous families through an intensive training designed to fit them for a business career. Limited to twenty students at a time, the register of the college bristles with the names of young earls, viscounts and barons. It includes Lord Eidon, Lord Swaythling, Lord Tichfield, Lord Tweedmouth, Lord Ednam, Lord Romilly, Lord Hastings, Lord Ridley and Arthur Howard, Prime Minister Baldwin's son-in-law.

College Women Use Ballot

Data gathered by Radcliffe College indicates, the compilers assert, that college trained women are more dependable voters than those who have not had a higher education. Question lists sent by the college authorities to Radcliffe alumnae brought 3,187 replies. Of those who answered questions concerning their participation in politics, four out of five said they voted regularly at elections. About half of these belong to political parties, three in five vote in primaries, and one in ten does political work.

57 Years a Teacher She is Yet Loath to Go

After fifty-seven years of teaching in Detroit public schools Miss Fanny Wyles, seventy-seven years old, has retired. A number of social affairs were held in her honor. Despite her long services as instructor, Miss Wyles expressed reluctance to give up. "No doubt I will be lonesome for my pupils," she said. "I never would quit if my health would permit me to continue."

His Love Blighted, Cities Are His Heirs

Founded on the blighted romance of a dashing young merchant and soldier and the daughter of a Spanish aristocrat of old New Orleans, thirty modern school buildings stand in New Orleans and hundreds of children are receiving an education as a result of the broken heart of John McDonough. He was born in Baltimore in 1788, of Scotch-Irish parentage. Coming to New Orleans shortly after Louisiana was transferred from French to American hands, he set himself up in business and soon became wealthy. He had fought as a rifle man in the Battle of New Orleans. McDonough aspired to the hand of a beautiful daughter of a titled Spanish colonist. The proud father considered McDonough a commoner and rejected his suit. Bitter over his disappointment, McDonough swore his name should live when their titles had sunk to oblivion. When he died in 1850 he willed the bulk of his fortune to the cities of New Orleans and Baltimore to be used for construction of schools. New Orleans' share was $900,000.

How to Hitch Team Taught by College

Strange as it may sound, the College of Agriculture of the University of Nebraska is teaching farmers in Nebraska, who have been driving horses for years, how to hitch up. More than 1,000 farmers have been given instruction so far this season, according to O. O. Waggener, live stock specialist at the college farm. While farmers may know all about hitching up a single team, many have not learned how to hitch six or nine horses or more to get the best results. This instruction by the college is enabling farmers to do their work cheaper. They can use a larger plow with six or nine horses and, with one man, do the work of three single teams and three men. Not a few farmers are using the multiple hitch plan instead of tractors. The tractor is still in demand among the farmers who need the larger outfits to care for their large farms.

To Teach Children Love of the United States

The Mexican under secretary of education Moises Saenz has appointed a committee of educators and newspapermen to direct a movement in the public schools to teach Mexican children love of the United States. The movement is considered the best means to promote lasting understanding and friendship between the two countries on a solid foundation since children are unprejudiced. The movement grew out of the suggestion of an unnamed American educator who started a drive in the United States and had American children send presents to Mexican children. Each present was accompanied by a letter from the American donor to the Mexican recipient.

High School Graduate at 33

At the age of thirty-three William L. Goodell of Charter Oak, Iowa, has won a high school diploma. He had to leave school as a boy to make his way, and he never had time until now to finish his course. But he did learn telegraphy, and two years and a half ago, after he had become railway station agent in this town, he found time to return to school. In recognition of his efforts the railway has given him a two-weeks vacation as a graduation gift.

Cuban Teachers Coming to U. S.

Three parties of Cuban public school teachers have completed plans for a combined pleasure and instruction excursion of the United States this summer. One group will visit Niagara Falls and the New England states, another will go to Washington, D. C., and the third, numbering about 300, will tour Florida cities, including Tampa, Miami, Palm Beach, Daytona and Key West.

Training Courses Offered in Alaska

Two-year training courses for teachers of the natives of Alaska are to be inaugurated in the Alaska Agricultural College and School of Mines. Graduates of the new courses will be considered for appointment as teachers in the Alaskan schools. Their familiarity with the general conditions of the territory is expected to be advantageous. Teachers appointed in the States who go to Alaska for the first time have to adjust themselves to the work for the natives, which includes the promotion of native industries and domestic arts, as well as the teaching of the usual elementary subjects.

Arizona School Is Honored

Recognition of the Phoenix, Arizona, Junior College by the North Central Association, with a membership of approximately 450 colleges, was announced recently by President E. W. Montgomery, president of the junior college. Informal recognition was voted at a meeting of the association in Chicago, but the official notice was not made public until President Montgomery's announcement. Credits of the junior college students now will be accepted at the 450 member colleges.

Scholarship Fund To Broaden Scope

Through the agency of a scholarship fund the Pasadena, Cal., High School and Junior College has made possible a college education for 172 students during the past fourteen years. The institution is now aiming to guarantee a college education for every student in the senior class of the high school and sophomore class of the Junior College. Since the fund was organized in 1914 $53,893.74 has been disbursed to students and $13,676.50 has been returned in repayments. Growth of the fund was enchanced with the incorporation of the Scholarship Fund Association, under the laws of California. Memberships are now held by Pasadena citizens and others interested in furthering the educational policy of the fund. All money is handled by a board of directors, under the regulations which control incorporations in the state.

Schools Minus Head for Year

One of the world's largest school systems, that of Chicago, has completed a year's operation without the services of a superintendent. The cause is traced back to the 1927 municipal election, at which William Hale Thompson was chosen mayor. Thompson promised, if elected, he would remove William McAndrew, superintendent of schools, because, the mayor asserted, he was pro-British. McAndrew was suspended shortly after Thompson was installed and after a trial lasting half the school year, the school board voted that he be dismissed. During the school year the work of the superintendent has been in the hands of an assistant, but at no time was there an acting superintendent so titled. The superintendent-less year was marked by the largest attendance in the history of Chicago schools and by the largest number of graduates from high schools.

Pupil Shift In California

A recent study of the California intra-school movements of rural school pupils shows that only 29.2 per cent. of the pupils reaching the eighth grade have continued in the same school system from the first grade; 28.6 per cent. of the pupils have changed school systems four or more times.

Home Study Plan Grows in Favor

As the hours of work decrease and the leisure hours increase among American adults, more knowledge is sought at universities and colleges through their extension and correspondence courses. The Federal Bureau of Education recently learned that 181 universities are conducting extension courses for adults, while 104 universities and colleges offer correspondence courses, and 37 institutions provide home reading courses. In recent years the increase in the number of adult students who attend night schools and study special courses by correspondence has been great, and the Bureau predicts that since the masses are devoting more time to study the people as a whole will be greatly benefited.

To Teach Welsh Only

Elementary schools in Cardiganshire, Wales, will hereafter be taught only the Welsh language. The last English speaking teacher serving in an elementary school in the county has resigned, and hereafter no teacher will be appointed who cannot teach in Welsh. This is the outcome of a popular movement in Wales, fostered by the Federation of Welsh Education Committees and other organizations, for the teaching of Welsh in the schools of Wales by Welsh teachers as far as possible. Welsh has become the language of instruction in most infant schools of Carnarvonshire, and its use in senior departments of elementary schools is increasing.

Alaskan Packers Help Schools

For the use of boys in the Kanakanak School, Alaska, a remote but important station in the southwestern district of the territory, a dormitory has been donated by the combined Alaska packers. The necessary lumber has been deposited, and plans and specifications provided for the building. To insure prompt erection the packers will take up additional carpenters this summer with their cannery crews. It is expected that the dormitory will be ready for occupancy before the next school year. To enable the Secretary of the Interior to accept the gift, that officer was authorized by Congress to accept donations of lands, buildings, or other property and moneys in connection with the administration of Alaska school, medical and reindeer service. An appropriation was made by Congress for the purchase of equipment for the dormitory, including installation of a laundry and some industrial equipment.

Prepare Spelling List For Elementary Pupils

A minimum spelling list of 2,500 words which pupils in elementary schools of the city are expected to acquire as they progress from grade to grade has been accepted by the board of education of New York City. It was prepared by the director of the bureau of reference, research, and statistics, following a national survey of spelling lists in use in leading school systems. The list will form a part of the revised course of study in spelling for elementary schools soon to be recommended for adoption by the board of superintendents.

Girl Speller to Enter High School at Ten

Edwina Davies of Post Creek, N. Y., will enter North Side High School in Corning next fall at the age of ten. The girl, who is now nine, was graduated from the Post Creek Grammar School in June and won a preliminary certificate in her Regents' examination. Edwina is particularly interested in spelling and was one of the children sent to Elmira recently to represent Steuben County in a spelling contest.

College Employee To Seek Degree

Ater thirty-five years as assistant recorder of the University of Chicago Frederic J. Gurney, seventy-two, plans to obtain a college degree. When he came to the age of retirement, faculty friends held a reception and presented him with a purse of $1,000 so that he might visit his son, a Presbyterian missionary in Persia. "When I return from Persia," Gurney told them, "I am going to take some courses in the university. I want some of that education which has been passing me by."

Public Education In Guatemala

Public education in Guatemala will be promoted by legislation recently enacted which includes, among other important measures, prohibition of work during school hours by children of school age, and the requirement that owners of farms, mines, factories or other business enterprises in rural sections shall maintain schools at their own expense if as many as ten children are without educational opportunities. A scholarship for a complete course in government schools shall be available for at least one child of any parent who has taught more than ten years in government schools. Schools receiving government aid will hereafter be secular.

Employment Certificates Issued in New York

Nearly 54,000 boys and girls under sixteen years of age were released from full-time school attendance in New York state and were granted employment certificates during the year ending August, 1926, according to figures recently compiled by the New York child-labor committee in cooperation with the state education department. About ninety per cent. of the total number of children were from city schools. Nearly four-fifths of the 53,644 children, 42,530, remained in school until their fifteenth birthday, and three-fifths of the pupils who left school to enter industry had completed at least the eighth grade. Under the law no child under fifteen may receive an employment certificate unless he has graduated from an elementary school. Only 9.69 per cent. of those applying were refused permits, due in most cases to lack of physical fitness.

Printing Taught In Many Schools

Courses in printing may be obtained in 369 institutions in the United States and Canada. During 1926-27 28,537 students were enrolled in such courses, under the instruction of 443 teachers, as shown by a recent survey by the United Typothetae of America. Of the institutions in which printing courses are offered, the largest number, 88, are academic high schools; 86 are junior high schools; 22 are technical high schools; 44 are trade or vocational schools, and 31 are evening schools. Nine are colleges or normal schools, 10 are "plant" schools, 29 are elementary schools, and 17 each are continuation and part-time schools. The time devoted to the subject varies from 1 to 48 hours per week, and from 5 weeks to 6 years. The age range of students is from 11 to 16 years in elementary schools, and from 12 to 18, to 30, and even to 60 years of age in other schools and institutions. Equipment to the value of $3,316,960 is available for use of students.

Would Establish American History Chair

Committees have been appointed in New York and London to raise an endowment for the establishment in the University of London, England, of a chair for teaching and research in American history. The plan is to raise a capital sum of approximately $150,000 to provide the salary of a professor and to some extent for the maintenance of a library in connection with the department. The university has at present a lectureship in American history, which has made it possible for undergraduate students studying history for their degree to devote one-third of their time to American history after 1783, and for organized post-graduate study of American history. Establishment of the chair will not only give this subject university status, but will involve the preparation of textbooks on American history for use in secondary schools.

Organized Hikes Prove Popular

"Wanderlust walks" on Saturday afternoons are promoted by the division of physical and health education of the board of public education of Philadelphia. Originally organized for the benefit of teachers in public schools of the city, they are now conducted by a voluntary committee of thirty-four leaders as extension health work of the board, and anybody is welcome to take part. A printed program of walks is provided which gives detailed information concerning the weekly trips. During the past year forty-seven walks were conducted in which 1,467 members participated.

Teaching Profession Attracting More Men

The Department of Interior finds that school teaching in the United States, as a calling for men, which had steadily decreased for sixty years, seems to have turned about of late and to be calling back considerably increased numbers of men to the classroom. Of the 1,000,000 people engaged in teaching in 1926, for example, 17 per cent. were men. Only as long ago as 1920 but 14 per cent. of those teaching were men. Until 1920 there has been a constant decrease for two generations in the number of male teachers in the public schools of the United States. The Bureau of Education, which compiled these figures, holds that the small salaries paid to teachers in general and the larger opportunities for advancement afforded by commercial and industrial pursuits were perhaps the real explanation of the situation. In addition to this has been the fact that women have been seeking new opportunity to work and that school teaching has offered them a favorable field. Teaching is becoming sufficiently well paid to offer a career for men that will compete with other callings.

Cancels Russian Tour Fearing Propaganda

Fearing that his contemplated tour of Russia's educational system might be used to disseminate Soviet propaganda caused President Walter Dill Scott of Northwestern University to cancel his reservations to sail with nineteen other prominent educators. Dr. Scott discovered the tour was to be conducted by Russian Minister of Education Lunachansky. "If that is the case," he announced, "the Soviet officials undoubtedly won't allow any opportunity for independent investigation. And I do not want to be a party to any pro-Bolshevistic propaganda."

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ALL ABOUT us are evidences of a deep interest in religion, declares the Rt. Rev. Bishop John T. Dallas of the Diocese of New Hampshire. He cited evidence of the tremendous and increasing search after religion and God, the interest of the public in religious news of press and magazines, the building of churches and places of worship throughout the nation, the interest in the schools and colleges of the nation, and the large groups of associations "inspired with the ideals which they have taken out of the teachings of Jesus Christ."

AMERICAN NEWSPAPER of today is not as sensational as most people think, is a finding made by the senior class in editing at the University of Oregon School of Journalism. A questionnaire revealed that the average newspaper reader estimates the actual amount of crime news in a newspaper to be about thirty per cent. The students conducted a measuring investigation of 100 newspapers, disclosing that the modern newspaper devoted only 1.4 per cent. of its total space, or 3.5 per cent. of its news space to crime, divorce and scandal.

ANOTHER of Great Britain's key industries finds itself in the throes of a crisis. Coal, textiles, iron, steel and shipbuilding, upon which British prosperity once depended, all are in a slump. Now they are joined by the railroads. These are operating at the rate of an annual loss of $45,000,000. The value of their securities on the stock market is falling millions every day and had dropped $500,000,000 since 1923.

HAITI has become the safest country in the world since American intervention in 1915, declares General John H. Russell, United States High Commissioner to Haiti. General Russell, here on a two-months' leave of absence, praised particularly sanitation, education and economic stabilization. Discussing the safety of the country he said: "You can go anywhere in Haiti and be safe, and that is more than you can do in some countries."

BROWN DERBIES, long considered almost extinct, bid fair to become popular headgear for men this Fall as the result of the example set by Governor Alfred E. Smith. Retailers in New York City for the first time in a long, long while will show them and a number of manufacturers, anticipating a demand, are adding brown derbies to their hat lines.

THREE MILLION people — as many as the whole population of Chicago—are facing starvation at the present moment in the province of Shantung, China, and one million of these are doomed to die before aid can reach them. All these unfortunates live in a hundred square miles of territory, a section now as barren as Death Valley in California. The suffering extends to many other millions, but the particular area devastated by battles as well as by drought is the centre of the catastrophe.

AMERICA is not a singing country, according to Professor John Erskine. "Our characteristic contribution to music is rhythm; the voice needs a tune," he said. The New York Times echoed him editorially, saying that "We dance, play the piano and the drums and ukulele, and we listen appreciatively to good music and jazz. We are a musical nation, with plenty of talent in composition and much enthusiasm, but no voice except for screaming."

CHINESE has again become the official language of the Chinese maritime service, displacing English, which has been in use for many years. Ever since the organization of this branch of the government the customs service has been supervised by Englishmen who, for a decade or more, made their own language compulsory in order to facilitate business.

IMMIGRANT MONEY sent back to home lands is declining. Immediately following the World War these remittances were estimated at as high as $700,000,000 a year. The estimate of the Department of Commerce for 1927 was $221,394,000. According to government estimates there are now in the United States 15,000,000 people of foreign birth.

IDLE WORKERS are getting more protection. The announcement that unemployment insurance is taking hold in the three largest centres for the manufacture of men's clothing indicates that this form of workers' relief, which has struggled long for recognition in this country, is becoming an accepted institution in industry. Workers who are on strike, workers who leave their jobs or are discharged for cause, and workers who decline suitable jobs offered to them by the union employment bureau are excluded from the benefits of the insurance.

The BOOK TABLE

THE TRIANGLE ARITHMETIC. By Leo J. Bruckner, University of Minnesota; C. J. Anderson, University of Wisconsin; G. O. Banting, superintendent, Waukesha, Wisconsin, and Elda L. Merton, elementary school supervisor, Waukesha, Wisconsin. Books One, Two, Three. Chicago, Philadelphia, Toronto, Atlanta, San Francisco, Dallas: John C. Winston Company.

In these days of high speed in educational achievement every new textbook has special advantages, and "The Triangle Arithmetics" improve their oppportunity zealously. "Triangle" may signify many groups of things, but that which impresses us most is the heroic way in which traditional uselessness is eliminated, the emphasis placed upon focusing everything upon promoting personality in the child's thinking, and the way in which everything learned creates a purpose to make better use of what is learned.

The books are as beautifully illustrated as are school readers. There is absolutely no trace of anything inherited from textbooks of "day before yesterday" which did not function successfully yesterday.

The "Triangle" which the authors have in mind is: Understand perfectly what is to be done, do it intelligently, and write it correctly.

These Triangle Arithmetics are books for the pupils to *use*. All directions are so clearly stated and the presentation of everything in the type arrangement is so definite that no child needs any help from the teachers so far as knowing what to do next and how to do it.

There are many features which make traditions look like ox-carts in the presence of automobiles that will take any grade on high, but that which rejoices us most is the fact that it is the first series of arithmetics that always says "Practice" and never "Drill." You make a child drill on something repellent. He will practice ardently anything he desires to know how to do better. In the "Triangle Arithmetics" children enjoy practice because they have approached the subject inspirationally.

TEACHING THE NEW GEOGRAPHY. With Sixteen Maps in Color. 5255 Ravenswood avenue, Chicago: Denoyer-Geppert Company.

Nothing in the school book world has as much human interest as something interestingly new in the teaching of geography, and the Denoyer-Geppert's "Teaching the New Geography" suggests several entirely new vistas of possible visions in humanizing the study of geography anywhere and everywhere. Its maps make a new approach to the human life of continents and countries nationally, and in summer and winter. It will be interesting to see what effect "Teaching the New Geography" will have on the schools, homes and industries of the United States.

VOCATIONAL READINGS. By Leverett S. Lyon and A. Marie Butler. Cloth. 571 pages. New York: The Macmillan Company.

No language of ours or of any one else can give any idea of what it will mean to America and to humanity if the schools can direct the choice and inspire the reading of this book by the youth of the land. It will do more to stabilize i. e. keep spirited youth in the stable for wise feeding and appropriate grooming than all the reactionary preaching by scared traditionalists.

HEALTH, SAFETY AND FIRE PREVENTION. Edited by Katherine M. Digney, B. A. Boston: Educational Publishing Company.

Miss Digney has brought together into a single volume of 125 extra-large, readably printed pages a variety of programs, projects, plays and plans for building health and teaching safety. This paper-covered book should prove helpful to principals and teachers in search of suitable material for instruction in the conservation of health, property and life under difficulties and hazards of modern civilization.

NUMBERLAND. By Ina M. Hays, Charles S. Gibson, and George R. Bodley, with illustrations by Dorothy Rittenhouse Morgan. Cloth. 282 pages. Boston: D. C. Heath and Company.

The D. C. Heath Company dare to have little people use rhythm in reading and number work in the first two grades. In these two grades rhythm should be established so that it will be universal and uniform. Naturally there will be objectors to "Numberland," and to "Rainbow" reading, but rhythm is necessary for thinking as well as for breathing.

When breathing is irregular the mother knows there is some serious trouble, so with the mental life of children. Rhythm is as natural as breathing, if children get the rhythmic habit early, and not to get it early is to allow the child to go through life unable to keep step with any one, which makes a man or woman look queer, as they walk out of step.

"Numberland" is so planned that little people begin to learn numbers as rhythmically as they learn to "jump rope," and they can enjoy it in the same way.

Books Received

"Corrective Physical Education for Groups." By Charles L. Lowman, Claire Colestock, and Hazel Cooper.—"A Teacher's Manual of Physical Education." By Henry Panzer.—"Preventive and Corrective Physical Education." By George T. Stafford.—"Play Days." By Helen N. Smith and Helen L. Coops.—Three "Pageants With a Purpose" for the Physical Education Handbook.—"Natural Dance Studies." By Helen Norman Smith. New York: A. S. Barnes and Company.

"Washburne Individual Arithmetic." Five Books and Teacher's Manual. By Carleton Washburne, Emma J. Koepke, Clauda Rogers McAfee, and Frieda Barnett. — "Sangren-Woody Reading Test." By Paul V. Sangren and Clifford Woody. Yonkers-on-Hudson, New York: World Book Company.

"Children's Classics in Dramatic Form." Books Two and Five. By Augusta Stevenson.—"The Teaching of Home Economics." By Clara M. Brown and Alice H. Haley. Boston, Mass.: Houghton Mifflin Company.

"Parents and Teachers." Prepared under auspices of National Congress of Parents and Teachers, edited by Martha S. Mason. — "Manual and Models for College Composition." By H. Robinson Shepherd. — "Fun at Sunnyside Farm." By Ruby Minor. Boston, Mass.: Ginn and Company.

"The Psychology of Learning." Revised and Enlarged Edition. By William Henry Pyle.—"Organization and Teaching of Art." By Leon L. Winslow.—"How to Do Research in Education." By Carter V. Good. Baltimore, Md.: Warwick and York.

"The Spell of Ireland." By Archie Bell.—"The Viking Prince." By Arthur L. Mackaye. Boston, Mass.: L. C. Page and Company.

"The Lyric South." An Anthology edited by Addison Hibbard.—"Adult Learning." By Edward L. Thorndike, Elsie O. Bregman, J. Warren Tilton, and Ella Woodyard. New York: The Macmillan Company.

"America in the Making." By Charles E. Chadsey, Louis Weinberg, and Chester F. Miller. In two parts. —"High School Trigonometry." By David Raymond Curtiss and Elton James Moulton.—"Practical Review Grammar." By John Edwin Wells.—"Accident Prevention." By Patrick F. Shea.—"College Handbook of Composition." By Edwin C. Woolley and Franklin W. Scott. New York: D. C. Heath and Company.

"Children in the Nursery School." By Harriet M. Johnson. New York: The John Day Company.

"The Group Study Plan." By Edward Randall Maguire. New York: Charles Scribner's Sons.

"Crossroads in the Mind of Man." By Truman L. Kelley. Stanford University: The Stanford University Press.

"Stenographic Reports of Elementary School Lessons." Prepared by Efficiency Committee of Central Division of the Illinois State Teachers' Association. Bloomington, Ill.: The Public School Publishing Company.

"The Organization of Supervision." By Fred C. Ayer. New York: D. Appleton Company.

"Fundamentals of Bookkeeping and Accounting, Elementary and Advanced Course." By N. Filfus and N. Robinson.—"Physics Review Book." By Arthur Killen. New York: Oxford Book Company.

HYGIENE and ECONOMY

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GRINS BETWEEN GRINDS

That's So

Four-year-old Susie was caught pulling the cat's tail. "Oh, Susie," called her mother, "you mustn't pull Pussy's tail, that's cruel."

"I'm not, mother," she answered, "I'm just holding her tail and she's pulling."

Making Sure

Tony was having his second son christened, and being very anxious to have his name recorded correctly on the birth certificate, remarked to the clergyman: "Will you please name my baby same as I give ya?"

"Tony, why do you make such a request?" asked the clergyman.

"Well, ya see—it's like dis: My first boy I tella ya I wanta heem chris'nd Tom and ya putta 'Thomas' on heesa paper. Now I wanta dis boy name Jack and no wanta him name 'Jackass'."

His Rocky Answer

The professor of geology had placed some specimens of rocks on his desk, and was about to describe them to his pupils.

While his back was turned for a moment one of the students placed a piece of very stale bread among the rocks.

The professor went through the specimens, saying, as he picked up each:—

"This is a piece of sandstone; this is a piece of granite." And so on.

Eventually he came to the piece of bread, and holding it up he said:—

"And this, gentlemen, is a piece of confounded impudence!"

She Deserved It

A primary teacher asked one of her pupils what the eyes were for and was promptly answered: "To see with." Another was asked what the nose was for and the correct answer was given. Then the teacher asked little Mary, "What are your ears for?" The child replied: "To keep clean."

She got a 100 per cent. mark.

A Surprise for Dad

First Undergrad—"What are you doing? Writing home for money?"

Second Undergrad—"No!"

First Undergrad—"Then why spend so much time over your letter?"

Second Undergrad—"I'm trying to write home without asking for money!"

Or the Early One

Archibald—"I live in the country now. It's terribly dull."

Florence—"It must be. What do you miss most?"

"The last train."

Star and Scenery

"You have an exceedingly presentable secretary."

"Yes," answered Senator Sorghum. "Since I find it desirable to exclude myself from the promiscuous view I thought it no more than due my visitors to make the scenery as pleasant as possible."—Washington Star.

A Girl's Essay on Boys

Boys are men that have not got as big as their papas, and girls are women that will be ladies by-and-by. Man was made before woman. When God looked at Adam He said to Himself: "Well, I think I can do better if I try again." And He made Eve. God liked Eve so much better than Adam that there have been more women than men. Boys are a trouble. They wear out everything but soap. If I had my way half the world would be girls and the rest dolls. My papa is so nice that I think he must have been a little girl when he was a boy.—Boston Transcript.

Why Teachers' Eyes Need Care

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JOURNAL MAIL BAG

Reading for Administrators

Editor, Journal of Education:—

A question which the wide-awake superintendent is always asking is where can I find suitable information material on this and that subject? What is the best method of publicity? The following bibliography has been found serviceable in conducting the public schools in which it was necessary to sell the people education as it should be today.

Alexander and Theisen: Publicity Campaign for Better School Support.

Buck, H. E.: Budget Making.

Burgess, W. R.: Trend of School Costs.

Carrothers, George E.: Physical Efficiency of Teachers.

Coffman, L. D.: The Social Composition of the Teaching Population.

Cubberley, E. P.: School Funds and their Apportionment.

Douglass, B. C.: Professional and Economic Status of the City.

Elliot, C. H.: Variation in the Achievement of Pupils.

Emmons, F. E.: City School Attendance Service.

Engelhardt, N. L.: A School Building Program for Cities.

Evenden, E. S.: Teachers' Salaries and Salary Schedules in the United States.

Frasier, G. W.: The Control of City School Finance.

Haney, J. D.: Registration of City School Children.

Hart, F. W.: A Standard State School Building Code.

Hutchinson, J. H.: School Cost and School Accounting.

Kelley, F. J.: Teachers' Marks.

Knight, F. B.: Qualities Related to Success in Teaching.

McGaughy, J. R.: Fiscal Adminstration of City Schools System.

McLure, J. R.: The Ventilation of School Buildings.

Morrison, J. C.: The Legal Status of the City School Superintendent.

Neale, M. G.: School Reports as a Means of Securing Additional Support for Education in American Cities.

Norton, John K.: Education and the Federal Government.

Ortman, E. J.: Organized Means of Securing the Co-operation of all Workers in the School.

Rapeer, L. W.: The Administration of School Health.

Reavis, G. H.: Factors of Attendance.

Reynolds, R. G.: Newspaper Publicity for the Public Schools.

Smith, H. P.: The Business Administration of a City School System.

Theison, W. W.: The City Superintendent and the Board of Education.

Twento, J. W.: Budgetary Procedure.

Van Denburg, J. K.: Causes of Elimination.

Very truly yours,

C. V. Compton.

Union City,
Tennessee.

Meetings To Be Held

SEPTEMBER.

6: Massachusetts State Normal Teachers Association, M. Grace Fickett, State Normal School, Westfield, Mass.; Bridgewater, Mass.

OCTOBER.

1-5: Playground Recreation Association of America, H. S. Braucher, 315 4th Avenue, New York City, N. Y.; Atlantic City, N. J.

4-5: All-State Conference for Vocational Homemaking Teachers, Western Illinois State Teachers College, Macomb. Adah Hess, supervisor, Springfield, Ill.

5-6: Illinois State Home Economics Association, Macomb, Illinois. Adah Hess, Springfield, Illinois.

4-5: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Potsdam, N. Y.

10-12: Wyoming State Teachers Association, B. H. McIntosh, High School, Cheyenne; Casper, Wyoming.

11-13: Vermont State Teachers Association, Bertha P. Lambert, 310 Gage Street, Bennington; Rutland, Vermont.

15: Montana State Council of English Teachers, Margaret Ronan, Missoula; Missoula, Montana.

18-20: Indiana State Teachers Association, Charles O. Williams, 205 Hotel Lincoln, Indianapolis,; Indianapolis, Indiana.

18-20: Utah Educational Association, D. W. Parratt, 316 Vermont Building, Salt Lake City; Salt Lake City, Utah.

19-20: New Hampshire State Teachers Association, Florence J. Hewitt, Portsmouth, N. H.; Portsmouth, New Hampshire.

22-25: National League of Compulsory Education Officials, A. N. Hennigar, Board of Education, Detroit, Mich.; Joilet, Ill.

24-26: Washington Educational Association, Arthur L. Marsh, 707 Lowman Building, Seattle, Washington; Seattle, Wash.

24-27: Montana Education Association, R. J. Cunningham, 9 Kohrs Block, Helena; Great Falls and Missoula, Montana.

25-26: Maine Teachers Association, Adelbert W. Gordon, Department of Education, Augusta, Maine; Bangor, Maine.

25-26: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Schenectady, N. Y.

25-26: Washington Education Association, Arthur L. Marsh, 707 Lowman Building, Seattle; Bellingham and Walla Walla, Washington.

25-27: Rhode Island Institute of Instruction, Clarence W. Bosworth, Cranston High School, Auburn, R. I.; Providence, R. I.

26: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Hendersonville, North Carolina.

26: Franklin County Teachers Convention, Greenfield, Mass., M. C. Moore, President, Greenfield.

26: Connecticut State Teachers Association, S. P. Willard, State Capitol, Hartford, Conn.; New Haven, Hartford, Bridgewater, New London.

26-27: Association of Summer School Directors, W. E. Scalock, University of Nebraska, Lincoln, Neb.; Lincoln, Nebraska.

26-27: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Utica, N. Y.

31-November 3: Nebraska State Teachers Association, Everett M. Hosman, 511 Richards Block, Lincoln; Chadron, McCook, Lincoln, Norfolk and Omaha, Nebraska.

NOVEMBER

1: Iowa State Federation of Teachers Clubs, Mrs. Lillian S. MacDowell, 719 Times Street, Keokuk, Iowa; Des Moines, Iowa.

1-3: New Mexico Educational Association, John Milne, Albuquerque; Albuquerque, Mexico.

2: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Charlotte, North Carolina.

2-3: New York State Teachers Association, Harlan M. Horner, 212 State Street, Albany; Buffalo, Rochester, New York.

2-3: Iowa Association of Teachers of English, Mrs. Nellie S. Aurner, State University of Iowa, Iowa City, Iowa; Des Moines, Iowa.

2-4: New Mexico Educational Association, John Milne, Albuquerque, N. M.; Albuquerque, New Mexico.

4-5: Wisconsin Physical Educational Association, Theresa M. Statz, 211 Henry Clay Street, Milwaukee, Wis.; Milwaukee, Wis.

5: Wisconsin Association of Mathematics Teachers, Miss Root, Racine High School, Racine, Wis.; Milwaukee, Wis.

5: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Durham, North Carolina.

7-9: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines, Iowa; Des Moines, Iowa.

7-9: North Dakota State Education Association, M. E. McCurdy, 11 Magill Block, Fargo; Grand Forks, Minot, Jamestown, North Dakota.

8-9: Kansas State Teachers Association, F. L. Pinet, 315 W. 10th Street, Topeka; Hays, Hutchinson, Fort Scott and Topeka, Kansas.

8-10: Wisconsin Teachers Association, B. E. McCormick, Bever Building, Madison, Wis.; Milwaukee, Wis.

8-10: Minnesota Educational Association, C. G. Schulz, 919 Pioneer Building, St. Paul, Minnesota; St. Paul, Minn.

8-10: Kansas State Teachers Association, F. L. Pinet, Topeka, Kansas; Topeka, Kansas.

8-10: Arkansas Educational Association, H. L. Lambert, Box 1086, Little Rock, Ark.; Little Rock, Ark.

9-10: Wisconsin Association of Modern Foreign Languages Teachers, Mariels Schirmer, University of Wisconsin. Madison, Wis.; Milwaukee, Wis.

8-10: Arizona Education Association, W. T. Machan, Creighton High School, Phoenix; Phoenix, Arizona.

8-10: Colorado Education Association, W. B. Mooney, 530 Commonwealth Building, Denver; Grand Junction, Pueblo, Denver.

8-10: Delaware State Education Association, Robert E. Shilling, Supt., Milford; Newark, N. J.

8-10: Iowa State Teachers Association, Charles F. Pye, 415 Shops Building, Des Moines; Des Moines, Iowa.

8-10: Minnesota Education Association, C. G. Schulz, 919 Pioneer Building, St. Paul; Minneapolis, Minnesota.

8-10: Wisconsin Teachers Association, B. E. McCormick, 716 Beaver Bldg., Madison; Milwaukee, Wisconsin.

9: North Carolina Education Association, Jule B. Warren, Box 887, Raleigh; Greenville, North Carolina.

9-10: New York State Teachers Association, Harlan H. Horner, 212 State Street, Albany; Ithaca, N. Y.

10-11-12-13: New Jersey State Association, President Henry P. Miller, principal, Senior High School, Atlantic City, N. J. Atlantic City, N. J.

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